

## **Stoke By Nayland CofE Primary School**

Clear – Not yet addressed

**RED:** – No Impact

**AMBER:** – Starting to make an impact but does not match the 'Intended impact' yet

**GREEN:** – Intended Impact reached and evidenced

<u><b>Autumn Review</b></u>	<u><b>Spring Review</b></u>	<u><b>Summer Review</b></u>

**Key Priorities for this year are:**

**(linked to staff meeting 'cycles of improvement', first key priority will be the focus of Peer Review)**

**Quality of Education:**

- Raise attainment in reading Fluency – We have purchased the set of fluency Big Cat books, we need to assess using the little wandle fluency – we need to ensure that children are not moved on until they are fluent but are hard read
- Raise attainment in writing across all subject areas
- Raise attainment in Spelling

**Other Priorities for this year are:**

**Christian Distinctiveness:** To develop our Collective Worship into a two year cycle that ensures a consistent approach and that all teaching staff are confident. To develop spirituality into a common language so that both staff and children can talk about it.

**Personal Development:** To continue our drive to improve Records of Achievement for year 5 and 6. Consider how children can be more involved and responsible for using their learning to develop their own records. To continue to offer opportunities to develop aspirations and confidence and to ensure that children leave us as confident learners who have had a wide range of opportunities. To develop our School Council and opportunities for pupil voice.

**Behaviour and Attitudes:** To continue to develop our learning behaviours so that they are a common language and all children understand what they look like. To continue to develop independence and resilience within our children. Continue awards and end of half term family Collective Worships.

**Early Years:** To continue our journey towards accreditation of the Curiosity Approach. To ensure that children have opportunities to be independent learners through high quality play. To ensure that staff are using high quality talk to support the children. To ensure that writing has a high priority and all staff understand the process of writing and the components involved.

**Leadership and Management:** To develop new Governors confidence so that they are able to complete monitoring visits. To ensure that Governors feel confident to ask challenging questions and understand the importance of these. To develop the headteachers confidence to support others. To develop middle leaders to develop confidence and expertise in their subjects.

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Area linked to SEF	INTENT	Implementation	Impact
Quality of Education	<p><b>70% of children to achieve expected in writing by the end of the year across all cohorts.</b></p>	<p><b>To improve on sentence structure and use of punctuation.</b></p> <p><b>Modelling writing consistently and effectively in all lessons</b></p> <p><b>WAGOLL used consistently</b></p> <p><b>Use colourful semantics - training from SES</b></p> <p><b>Extend opportunities to write in all subjects</b></p> <p><b>High expectations of writing across all subjects</b></p> <p><b>Ensure EEF Guidance is followed:</b></p> <p>Writing can be thought of as a process made up of five components: Planning, drafting, revising, editing and publishing -</p> <p>Step 1: Revisit use of writing process – these are up in classrooms but are wallpaper</p> <p>Step 2: Ensure that English lessons from Year 2 upwards use the process and the children see it as cyclical.</p> <p>Step 3- Ensure children are able to talk about a specific aspect of the process. As part of the Big Idea Introduction the children need to understand if they</p>	

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		<p>are being planners, or drafters etc ..</p> <p>Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goal setting. Describe and model how, when and why pupils should use each strategy., support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.</p> <p>Step 1 – Explicit intentional teaching and front loading of strategies to support each stage of writing to be successful.</p> <p>Step 2 – Ensure children understand their feedback and are given time to act upon it.</p> <p>Step 3 – Ensure feedback is scaffolded so that children are able to independently act upon it.</p> <p>Giving pupils a reason to write – and someone to write for – can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.</p> <p>Step 1 – Review the curriculum to find real opportunities to write – Extend these as required.</p> <p>Step 2 – Ensure the publishing of work is strong so the children see a final</p>	

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		outcome	
Quality of Education	<p><b>70% of children can spell all of the high frequency words for their year group</b></p>	<p><b>Use literacy shed to teach spellings consistently</b></p> <p><b>Ensure opportunities for children to practice spellings</b></p> <p><b>Consider spelling practice across the school – reimplement testing?</b></p> <p><b>Awards for spelling?</b></p> <p><b>Spelling</b></p> <p>Explicitly teach spellings and provide pupils with extensive opportunities to practice them.</p> <p>Step 1- All teachers to explicitly teach spelling from Year 2 upwards using either Little Wandle or Spelling Shed</p> <p>Step 2 - Children to have access to spelling shed to practice</p> <p>Step 3 – Teachers to identify key vocab in books and ensure mistakes are corrected and practiced</p> <p>Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling.</p>	

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		<p>Step 1 – Purchase and use a diagnostic spelling test to support teachers to identify issues</p> <p>Step 2 – Use the spelling shed diagnostics to ensure children are practicing the correct level</p> <p>Step 3 – Review assessments and ensure direct teaching occurs of any identified issues either as a whole class or individual catch up sessions.</p> <p style="background-color: yellow; padding: 5px; text-align: center;">Pupils should also practise sentence combining and other sentence construction techniques.</p> <p>Step 1- Direct teaching of sentence combining</p> <p>Step 2 – Ensure conjunctions are directly taught</p> <p>Step 3 – Ensure opportunities for practice</p>	
Quality of Education	<p><b>70% of children to be reading at or above their expected reading age (assessed through toe by toe)</b></p>	<p><b>Implement</b></p> <p><b>Implement the reading pilot across every year group or mixed group.</b></p> <p><b>Ensure that the session is taught daily with pre teaching of the vocabulary and then echo reading for fluency</b></p>	

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		<p><b>Use Little wandle Fluency lessons and books to support</b></p> <p><b>Follow EEF:</b></p> <p>Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.</p> <p><b>Step 1 – Introduce Reading Project to all year groups – ensure it is clear that it is 30 minutes a day with mixed or single year groups (not ability groups)</b></p> <p><b>Step 2 – Assess all children with Toe by Toe Reading Assessment</b></p> <p><b>Step 3 – Ensure consistent reading each day – ensuring that the project is followed and staff have read the book in advance.</b></p> <p><b>Step 3 Books to be chosen from the Reading Project list and must always aim high.</b></p> <p>Guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback;</p>	

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		<p><b>Step 1 - Pre teach any difficult language and then echo read to support fluency.</b></p> <p><b>Step 2 – Ensure comprehension of the text by discussing plot etc as part of the session</b></p> <p>Repeated reading— pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency</p> <p><b>Step 1 – Pupils who are still on Little wandle books follow the process of read for 1 week in school 1 week at home for repeated fluency</b></p> <p><b>Step 2 – Fluency assessments from Little Wandle are undertaken to ensure children are reading fluently</b></p> <p>Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding</p> <p><b>Step 1 – Increase the numebr of fluency books available from Little wandle</b></p> <p><b>Step 2 – Use the Little Wandle Fluency Assessments to check fluency and</b></p>	

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		<p><b>ensure that children are reading books at the correct level</b></p> <p><b>Step 3 – Allow time for 1:1 reading through TA support and reading champions</b></p>	

**Yellow Highlight** – Indicates statements taken directly from EEF Guidance

**Blue Text** – Our school actions

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### **Next Year:**